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Personal Reminiscences, of Dis- tinguished Educators.

By S. S. RANDALL, LATE SUPT. NEW YORK
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WARD SCHOOL NO. 40.

DAVID B. SCOTT and CHARLOTTE C. WRAY.

PERHAPS no nobler and more instructive example of a faithful, and devoted and successful educator of youth, can be found than that of DAVID B. SCOTT; the best years of whose life have been dedicated to the moral, intellectual and Christian culture of the rising generation; and who in a ripe, honored, and respected old age is still, unweariedly and earnestly pursuing the same high purpose as the head of the Introductory Department of the New York City College.

Mr. SCOTT is, we believe, of Scotch descent; at all events he possesses many of the characteristic traits of that enlightened people, in his fondness for literary pursuits—in his classic cultivated literary and esthetic tastes; in his clear and generally sound judgment, in his firmness of character, and, we must be permitted to add, his combativeness and occasional irritability. As a practical, clear-headed, thoroughly posted, attractive, and successful teacher, however, he has no superior, and but few equals. In his elocutionary and rhetorical classes in the Saturday Female Normal School, both under the charge of Mr. HAZELTINE and Supt. KIDDLE he evinced the keenest, and highest appreciation of the standard English and American authors, in poetry, criticism, and general literature; and what is better, and far more rare, succeeded in infusing their excellences and their beauties, their distinctive characteristics, and their spirit, into the minds and hearts of his pupils. In this, his favorite department, he was unexcelled, and unboundedly popular. In his daily sphere of instruction, as Principal of the Grammar Department of No. 40, he was equally diligent, conscientious, and successful: seldom allowing a morning to pass without a thoughtful and affectionate address to his assembled pupils,—an appeal to their intellects, their hearts, their interests in life, their ambition, and their aspirations for excellence. His influence over the thousands, and tens of thousands of ingenuous youth who thus came under his general supervision and control during a period of more than a quarter of a century, was of the highest and most beneficial order.

During the whole of this period, thus "cramped" with the most exhausting mental and physical labor, and thus fertile in noble results, Mr. SCOTT, I have reason to believe, scarcely knew a day or a week of freedom from physical debility, suffering and pain: and this should be regarded as fully accounting for whatever of irritability, capriciousness, and combativeness he may occasionally exhibited in his intercourse with those whose views came in collision with his own, on topics which specially excited his interests these traits never, however, in any in-

stance which came under my own observation or knowledge or learned from others, degenerated into passion, vindictiveness, or ungentle, manly reviling. On my own mind, in spite of all differences of opinion, which may have characterized our frequent and familiar intercourse, Mr. SCOTT has left an impression, of great purity of character, and high intellectual, moral and religious endowments.

His colleague in the Primary Department of No. 40, Miss CHARLOTTE C. WRAY, ably seconded his educational views, and exerted a most favorable influence in the minds and hearts of the pupils under her immediate charge, during the entire period of my connection with the system. Miss WRAY, in addition to the varied literary accomplishments, was, in every sense of the word, a lady-like, faithful, and genial instructress; patient of labor, indefatigable, kindly affectionate in all her intercourse not only with her pupils, but with her assistant teachers: and fulfilling all the arduous and responsible duties of her position conscientiously, diligently and ably. From her connection with the family of Mr. KIDDLE whose wife was her sister and had herself previously to her marriage been a teacher she was enabled to avail herself of every needed facility for the intelligent understanding of the duties, obligations, and responsibilities of her position; and with her these facilities were not only appreciated, but diligently and systematically studied. In the unanimous judgement of those most competent to decide, Miss WRAY occupies a position among the highest classes of the teachers of our Primary Departments and Schools.

Miss Christiansen's School.

BROOKLYN.

A very creditable entertainment for the relief of the poor was given Thursday, Feb. 10th, by the pupils of Miss E. Christiansen's Seminary 260 Schermerhorn Street at St. Peter's Sunday School Building, State Street, Brooklyn.

The programme was spicy with a variety of recitations in French, German and English. The Kindergarten Exercises were especially attractive showing that the very sports which these little children from 3 to 6 years of age are taught and in which they join with such evident delight are a kind of physical and mental culture, not yet appreciated to its full value on this side of the Atlantic.

Great Grandmother's Birth Day, a scene from life was represented by a young lady dressed as a grandmother and two of her grand children presenting her flowers and speaking appropriate words in German. The season's were beautifully rendered and the tableaux accompanying each season received a due reward of acknowledgement from the audience. The four young ladies representing the seasons were dressed in costumes and made a very charming appearance. "Annie's Party," a little comedy, was well acted and "Uncle John's suggestion" brought out a

fine display of recitative talent from a dozen small misses,—"Deserve it," a concert recitation was very harmonious in expression and gesticulation.

"Barbara Frietchie" was spoken with a sweet voice and lovely manners. An Enigma and "Le Nid des Fauvettes" showed a pure accent and a careful attention paid to the study of the French language.

The last piece in which the whole school took part proved that the pupils are also taught to think most highly of their own country and to love it above all. "Our Colors," red, white and blue, were represented by three young ladies, who spoke some suitable words, and then were joined very heartily by all the children in singing, "O Columbia the gem of the Ocean" closing with a grand tableau.

The audience was much pleased, and rightly called the whole affair a grand success.

The performance was noticeable for a perfect pronunciation in the foreign languages and a clear and distinct utterances of every recitation.

The spacious Sunday school was crowded and a nice sum has been realized for the worthy purpose for which it was given.

The Brooklyn Union speaks of the entertainment and commends the fluency and accuracy with which the pupils use the French and German languages.

The Eagle says: "the programme was splendidly carried out."

What to Teach our Daughters.

Teach them self-reliance.
Teach them to make bread.
Teach them to make shirts.
Teach them to foot up store bills.
Teach them not to wear false hair.
Teach them to wear thick, warm shoes.
Bring them in the way they should go.
Teach them how to wash and iron clothes.
Teach them how to make their own dresses.

Teach them that a dollar is only a hundred cents.

Teach them how to cook a good meal of victuals.

Teach them how to darn stockings and sew on buttons.

Teach them every day, dry, hard, practical common sense.

Teach them to say no, and mean it; or say yes, and stick to it.

Teach them to wear calico dresses and do it like queens.

Teach them that a good, rosy romp is worth fifty consumptive.

Teach them to regard the morals, and not the money of their beaux.

Teach them all the mysteries of the kitchen, the dining room, and parlor.

Teach them not to have anything to do with intemperance and dissolute young men.

Teach them that the further one lives beyond his income, the nearer he gets to the poor-house.

Rely upon it that upon your teaching de-

pends in a great measure the weal or woe, of their after life.

Teach them that a good, steady mechanic is worth a dozen loafers in broadcloth.

Teach them the accomplishments, music, painting, drawing, if you have time and money to do it with.

Teach them that God made them in his own image, and no amount of tight lacing will improve the model.

Notes.

Columbia College has 26 seniors, 23 juniors, 45 sophomores, and 33 freshmen—a total of 127 in the academical department. In the School of Mines there are 301 students.

One of the most interesting features of the Connecticut Educational Department at the Centennial will be the exhibition of specimens of the work of the Chinese students now receiving instruction in the institutions of that State.

The two normal schools established in Maine about twelve years ago proved the superiority of this system over the teacher's institutes, and the latter were abolished at the last session of the Legislature. These Normal Schools have furnished the State with 1,200 to 1,500 trained teachers, and a third school is now proposed in the western part of the State, the trustees of the Brighton Academy offering to give it \$20,000 in property and funds for that purpose.

Mrs. SARAH J. HALE, at the age of eighty five, claims the authorship of the poem in which occurs the familiar line "Mary had a little Lamb."

A jeweller of Lyon, a certain M. Carriat, has lately died, leaving the whole of his fortune, estimated at 500,000 francs, to the town of Bourg, where he was born. M. Carriat always lived with the utmost economy and was indeed generally considered a miser. But it seems now that his object far from being the mere accumulation of wealth, was to create in Bourg an establishment to be called the Institution Carriat, in which should be gratuitously taught drawing, geometry, and mathematics, as well as singing and instrumental music.

The great American inventions, which have been adopted all over the world, are the following: 1. The cotton gin, without which the machine, spinner, and the power loom would be helpless. 2. The planing machine. 3. The grass mower and grain reaper. 4. The rotary printing press. 5. Navigation of steam. 6. The hot air (caloric) engine. 7. The sewing machine. 8. The india-rubber industry. 9. The machine manufacture of horseshoes. 10. The sand blast (for carving). 11. The guage lathe. 12. The grain elevator. 13. The artificial manufacture of ice on a large scale. 14. The electro-magnet, and its practical application, by Henry and Morse. 15. The only successful composing machine for printers.

THE SCHOOL-ROOM.

Fivolous Instruction in the Common Schools.

Practical elementary knowledge was unquestionably the simple idea of the common school system. That simple idea has become a very complex one: and instead of thorough instruction in reading, writing, spelling, arithmetic, grammar, geography, and the history of one's own country and political institutions, children are coaxed, wheedled, dragged, or driven over every division of science into which knowledge, speculation or experiment has been formulated. The course of study which children from six to sixteen years are now expected to pursue with intelligence and profit, includes:

Reading,	Latin,	Physiology
Spelling,	Botany,	Greek,
Writing,	Music,	Geometry,
Drawing,	Geology,	Algebra,
Music,	Astronomy,	Chemistry,
German,	Optics,	Mineralogy,
History,	Hydraulics,	Political Econ
Zoology	Dynamics,	Rhetoric,

The mental energy of the child is thus distributed over this immense field, comprised all the accumulations of investigation which have made since the beginning of time, instead of being concentrated upon the chief elements of all knowledge,—namely, language and arithmetic,—without a thorough familiarity with which, honest progress in secondary studies is impossible.

The result of the distributive system of instruction is that the children of the comparatively poor, who constitute the large majority of every community, leave the common schools unfit to earn their own living with the intelligence and efficiency which might have been reasonably expected from the number of years they had spent there, and cost of their instruction assessed upon taxpayers.

The lack of adequate knowledge of grammar and arithmetic has blunted the life of many an able and ambitious mechanic. There are men working at the forge, in the boiler shop, and among the 'moulders' casts, whose brains are big enough and clear enough to place them in stations where talents would bless mankind, and enrich and ennoble themselves; but they remain drudges and slaves of matter because they have not sufficient knowledge of grammar to write an exact statement of an idea, nor enough familiarity with the rules of arithmetic to solve in figures, the problems which their association with involved machinery suggests. George Stephenson learned to read after he was grown up, and to write, by the light of his engine fire after his marriage. But in the United States the children who become mechanics, go to the common-schools for some years, at least, and instead of being taught language and mathematics with a persistent thoroughness, their precious period of school-days is largely frittered away upon a list of sublime sciences, not one of which they learn anything of, not one of which can render them substantial assistance.

Let not the reproach be suggested that the children of the poor should not acquire universal knowledge; that a royalty ought to be placed upon science and art which only the rich may safely invade. No, no; knowledge is the domain of every one who chooses to enter upon it; but let us give to the children the keys by which its gates are opened. The keys are—ready skill in arithmetic, and that actual familiarity with the grammar of the English language which will enable each to think with a consciousness of exactness; and so thinking, he will not be afraid to speak and to write. Together with these, they should be taught geography to a reasonable extent, United States history, and book-keeping. They will learn other kinds of knowledge after minds are ready for them. And music will not depart from the schools, even if the music-teacher never enters there.—*National Teachers Monthly.*

Maps.

GEOGRAPHY, according to one of those pleasing fallacies imposed upon our callow youth, is a description of the earth's surface—"subject to the infirmities of the human intellect and the depravity of the human heart," let us add, to make the definition more apposite. The wonder is that any person in this country ever gets a saving knowledge of geography. The only infallible rule known to the present writer is to go there! Take up an atlas now used in a primary school, and judge what must be the first impressions of a child in regard to the relative locations of places on the earth's surface, and what an amazing effort is required through life to correct the wrong notions with which we are all started on our geographical tour around "the earth's surface." The map of the United States first given to a child presents a condensation hardly less puzzling or less trying to the eye than the old-fashioned achievement of the Lord's Prayer engraved on a five-cent piece. Looking at one of these infantile maps it requires a keen discrimination to determine that the Gut of Canso or Baffin's Bay does not have a western outlet at the Golden Gate by way of the great lakes and the Yellowstone; or that the Florida Keys do not have an intimate connection with Behring Straits or the Lake of the Woods. There is such a hodge-podge, such a commingling and confusion of continents, lakes, oceans, rivers, States and cities within so small a space, that a vast deal of previous knowledge is needed to make one able to decipher anything with intelligence, and as for imparting rudimentary knowledge through such channels and agencies, the task is assuredly hopeless. Nor can I be mistaken in asserting that the primary atlas of to-day is not so clear or simple as that in use before the refinements of the modern text-books were forced upon long-suffering pupils. The relatively large sized old atlas of Olney or of Smith, in which New York shows out palpably blood-red, Ohio pea-green, and Missouri a bright saffron, each State illumined with its own distinguishing, not to say irrepressible, refraction of the prismatic colors was, with all its faults, a better guide to the eye than the children of to-day are permitted to look at.—BY GAIL HAMILTON.

Synonyms.

TEACH the pupil to use the right word in the right place, the proper expression for the thought. Study the dictionary, and learn the meaning of the following and other incorrect synonyms:

Only—No other of the kind.
 Alone—Unaccompanied.
 Enough—All that is wanted.
 Sufficient—All that is needed.
 Competent—Having the power.
 Qualified—Having the training.
 Excuse—We excuse slight offenses.
 Pardon—We pardon manifest fault.
 Forgive—Sin is forgiven.
 Uninterested—Not interested.
 Disinterested—Impartial, unselfish.
 Entire—All its parts.
 Complete—All its appendages.
 Perfect—All essentials, without flaw.
 Fortitude—In bearing pain.
 Courage—In facing danger.
 Inquisitive—Given to research, to gain by inquiry.
 Curious—A habit, a feeling to learn something new.
 Prying—A desire to penetrate into the affairs of others.
 Avocation—Temporary employment.
 Auspicious—Having favorable appearances.
 Propitious—That which protects us in some undertaking, speeds our exertions, decides our success.
 Memory—A faculty of the mind which retains the knowledge of past events.

Remembrance—Is that, when things occur spontaneously to our thoughts.

Recollection—To collect again what has formerly been in the mind.

Reminiscence—That which is remembered or called to mind.

Splendid, Sweet, Lovely, Pretty, Beautiful, Handsome, Elegant, Superb, Sublime, Magnificent, Grand. (We omit definitions.)

The teacher can make pleasant, profitable and interesting exercises to his school, by explaining and illustrating such and other synonyms.

Have the pupils make sentences, using such words correctly.

We append a few incorrect terms. Do not allow your pupils to use,

Most for Almost.

Round for Around.

Tend for Attend.

Rouse for Arouse.

Rise for Arise.

Fix Slick } for Arrange or put in order.

Guess for Think.

Expect for Suppose.

The Teacher's Manner.

Some teachers address their pupils during recitation in a harsh, impatient manner, as if they considered it a misdemeanor for a pupil not to understand the lessons perfectly at once, and an unjustifiable annoyance to them selves to be obliged to explain anything, and still worse to repeat an explanation. But the fact is the chiefwork for which the teacher is employed. If every child could always comprehend the lesson perfectly by studying the book alone, there would be small use of a teacher. While due diligence must be required on the part of the child in studying his lesson, if after faithful trial he fails to understand it fully, the teacher instead of feeling annoyed, should feel it a part of his business to meet just such cases and render the necessary assistance. This is the time for the application of his best skill. Instead of scolding, he should kindly endeavor to draw out the child's own ideas upon the subject, with a view to ascertaining wherein lies the misapprehension or lack of information, which prevents a proper conception of the subject. This having been done, the remedy can be applied, and the pupil led to see the truth. To accomplish this, may require much skillful questioning and careful explanation. If the explanation is not at first understood, it must be repeated and with such changes or additions that are necessary to adapt it to the pupil's state of mind. As all minds do not act alike, it is often necessary to use different explanations for different pupils, but in all this the teacher must be patient, kind, and considerate. Pupils are apt to be too easily discouraged, at best, and have need of kind, encouraging words from the teacher, to induce them to persevere in the conquest of difficulties. How wrong then, to add to their embarrassment and want of confidence by calling them stupid, or in any manner imputing to them as a fault what is only a natural peculiarity of their mental constitution! Every honest effort should be commended, whether immediately or not. A feeling of antagonism, or even embarrassment, between the teacher and pupils, is fatal to the highest success, either in teaching or governing. The teacher must have a genuine sympathy with his pupils in all their little trials. He must present to his school, not the sharpest angle of the outside shell of his nature, within which all his better feelings are securely locked, but the genial, love inspiring presence, which springs from a warm and sympathizing heart.

Many teachers who find government hard, might make it much easier by carrying more sunshine in their faces. A cloudy brow, is not conducive to good order. It destroys

the natural cheerfulness of the children, and arouses antagonistic feelings. There is a time to frown, but the time is not all the time. If a teacher's habitual demeanor is kind and cheerful, his frown will be a terror to evil doers, and one sharp word, if given only when really needed, will be at once a remedy and a punishment for most breaches of discipline. If judiciously used, no sever-punishment need be or can be inflicted than the stern reprimand of a loved and a respected teacher; but it must be remembered that the effectiveness of such a means of discipline; will be in direct proportion to the infrequency with which it is applied. It is the sudden explosion that startles, but if repeated often, it soon ceases to disturb us. Soldiers sleep during artillery battles. —*Neb. Teacher.*

The Boy.

He is the spirit of mischief embodied, a perfect teetotum, spinning around like a jenny, or tumbling heels over head. He must go through the process of leaping over every chair in his reach, make drum-heads of the doors, turn the tin pans into cymbals, takes the best knives out to dig worms for bait, and loses them, is boon companion to the sugar barrel, searching up all the pie and preserves left after supper, and eats hem, goes to the apples every ten minutes, hides his old cap in order to get his best one, cuts his boots accidentally, if he wants a new pair, tears his clothes for fun, and for ditto tracks your carpet and cuts your furniture. He is romping, shouting, blustering, and in all but his best estate a terrible torment, especially to his sisters. He does not pretend much until he is twelve; then the rage for frock coats and high dickies commences. At fourteen he is too large to split wood, or do other chores. At fifteen he has a tolerable experience of the world—but from fifteen to twenty—may we be clear from the track when he is in sight; he knows more than Washington and Franklin together; in other words he knows more than, than he will ever know again.

Cities of Great Britain.

LONDON, the capital of the United Kingdom, with a population of three and one-fourth millions, is the most populous city and the greatest commercial emporium on the globe, its trade by sea nearly equaling the entire foreign commerce of the United States.

Liverpool, next to London in commercial importance, is the great market for the mining and manufacturing districts of northern England. It imports immense quantities of cotton and bread stuffs from the United States.

Manchester is the first city of the world in the extent of its cotton manufactures; and Birmingham takes the lead in the manufacture of heavy metallic wares, engines, and machinery.

Leeds is the great centre of the woolen manufacture in Great Britain; Sheffield, of the manufacture of cutlery, plated ware, and scientific instruments; Nottingham, of hosiery and machine-made lace; and Bradford, of worsted dress goods.

Bristol has a large coasting trade. Newcastle is the greatest coal-market of England. Kingston-upon-Hull is the chief seat of trade with continental ports on the Baltic and North Seas. Portsmouth is the leading naval station of the United Kingdom.

Glasgow is the centre of commerce and manufacturing in Scotland, is largely engaged in building iron steam-ships, and has the most extensive chemical works in the United Kingdom.

Edinburgh is the seat of the most famous University of Scotland.

Dublin is the most populous city of Ireland. Belfast is the great centre of linen manufacturing and the linen trade.—*From Guyot's New Intermediate Geography. Published by Scribner, Armstrong & Co.*

For the N. Y. SCHOOL JOURNAL.

Washington's Birth Day.

Ring the rejoicing bells,
To usher in the morn.
When Heaven mild propitious smiled,
And Washington was born.

Let deep-toned cannons pour,
Their noisy welcome forth;
And depths profound roll back the sound
Re-echoing o'er the earth.

From turret, tower and dome
The nations flag display;
Each rippling swell his fame shall tell,
To crown his Natal Day.

North-men and South unite
To strew his tomb with flowers,
Let not a thought with malice fraught
Mar these rejoicing hours.

Our common Father he,
Who led against the foe,
And freed the land from tyrants hand—
A hundred years ago.

Strong but in might of Right,
He led the patriot band,
Till Victory and Liberty
Blessed the long-suffering land.

An infant nation sprung
From Chaos into light,
At his command the magic wand
Was Equity and Right.

Fame weaved a laurel wreath,
The infant to endow;
With fadeless ray it rests to-day.
On her Centennial brow.

Beyond his brightest dream
The nation's might increased,
Yet o'er the land from strand to strand,
His fame has never ceased.

And in her hundredth year
A free and happy land,
Of world-wide fame and glorious name;
His Monument doth stand!

All hail the happy year,
And this its brightest morn;
And unto Heaven let thanks be given
That Washington was born,

ANNA MORRIS.

Exhibition of Paintings in Water Colors.

The American Society of Painters in Water Colors have opened their ninth annual exhibition at the galleries of the National Academy of Design, in Twenty-Third Street, and, as it will remain open to the public only until the 26th inst, no one who feels any interest in the progress of art in this country should neglect the opportunity for seeing one of the most interesting exhibitions of pictures that has been offered in this city.

The mark of all artistic ability is the embodiment of human feelings, and submitting the works of our artists to this test they fall below the foreign pictures in the exhibition. The single figures by Detaille and Vibert No. 256 and 46, are admirable examples, which our artists might study with advantage, and, so they might the composition by Killingworth Johnson, No. 33. "The Cuirassier," by Detaille, is a masterly study of a soldier on horseback, in perfect repose; but it is so true to life, so accurate in details, and so vigorous in drawing that you feel that it only requires the blast of a bugle to put the noble beast and his rider in swift motion and to exhibit all the energy and strength that belong to them.

The figure pieces by our own artists—E. W. Perry, Winslow Homer, T. W. Wood, J. G. Brown, and Edwin Forbes—are all well painted, and will add to the reputation of the artists. Mr. Perry's old woman quilting, No. 186, is well drawn and delicately colored. Mr. Homer's contributions are very numerous, and there is one, "The Contraband," No. 240, which recalls his "Prisoners to the rear," which gave him a reputation at once.

The greater number of the works exhibited by our artists are, as usual, landscape sketches and flower pieces, and the place of honor among them is accorded to Mr. S. Colman.

His picture was sold to Mrs. J. J. Astor, for \$1,500, on the day of the private view. Another "art patron" would have been glad to have had it at the same price, and only

consented to give up his claim to it by the artist promising to paint another just like it.

The coast scenes and marine subjects are very numerous, and among the best of the latter is the "Sketch at Deal," by Charles Parsons. The "Black and White Room" contains some of the most interesting objects in the exhibition. There are 605 pieces in the exhibition, and, taken all in all, they form one of the most interesting exhibitions that the "Society of American Painters" has yet offered the public.

Moody and Sankey.

These great teachers are lifting immense classes to higher places of thought and action. Mr. Moody has no creed or ritual of his own, and accepts no system but that which the plain elements of the Christian religion themselves construct. He thoroughly believes that God created the world and governs it, that Christ was sent to redeem man from his sins, and that through Him is the only way by which the world can be saved.

Mr. Moody is a genuine lover of his race, which makes him always prompt in rejoicing with those who are happy in their religion, or in giving sympathy to such as have not found the Way of Life. Moreover, he possesses a mind which never tires in its activity to convert sinners, and an energy and enthusiasm which become more earnest and intense every year. His Bible, an index of subjects, Cruden's Concordance, and a few commentaries comprise his text-books. The Sunday school and home missionary field have been his theological seminary. He never refers to any of the great controversies of the Church more than to mention Luther, Knox, Whitefield, Wesley, as examples of what Christians may do if thoroughly consecrated to religious work.

Mr. Sankey sings the hymn that has now become the most popular tunes of the day. "The Ninety and Nine," "The Great Physician," "I need Thee every Hour," "Rejoice and be glad," "Sowing the Seed," etc. and the effect produced seems to increase rather than diminish. Mr. Moody is remarkable in his power of illustrating his ideas.

I thank God that I can come to the City of New York with a Gospel that is free to all. It is free to the most abandoned. Still it may be there are some wives that have got discouraged and disheartened. I can tell you the joyful news that your husband and your sons have not gone so far but that the grace of God can save them. The Son of God came to raise up the most abandoned. I noticed on my way down this morning not less than four or five tramps. They looked weary and tired. I suppose they had slept on the sidewalk last night. I thought I would like time to stop and tell them about the son of God, and how Christ loved them. The Gospel of the Son of God is to tell us how he loves us. He takes out of the pit and He puts our feet on the Rock of Ages. And that my dear friends, is what Christ wants to do, and don't think that there isn't some one in your homes but that He wants to save. Tell them there is none to be abandoned, none so young, none so fallen, but that God can save them. There was William Dorset, and the power of the Lord was upon him, and in closing his meeting one night he said that there wasn't a man in London so far gone but that the Lord could save him. There was Whitefield and the spirit of the Lord was upon him and he said "God is so anxious to save souls, that he will take the devil's castaway." Whitefield said that the Lord would take the devil's castaway. Dorset said there was no man in London so far gone but the Lord could save him. There was a lady missionary whom I knew who found a man who said there was no hope for him; he had sent away his day of grace. She went to Mr. Dorset and said to him, "Mr. Dorset, will you go down and see him and tell him what you said?" Mr. Dorset said he would be glad to go and see him. He went up in a five story

house, and away up on the garret he found a young man lying upon some straw. He bent over him and whispered into his ear and called him his friend. The young man looked startled. He says, "You are mistaken in the person when you say, 'my friend'. I have not got no friends. No one cares for me." Mr. Dorset told him that Christ was as much his friend as of any man in London. Poor prodigal! And after he had talked with him for some time, he prayed with him and then he read to him out of the Bible, and at last the light of the gospel began to break in that darkened heart. This young man said to Mr. Dorset he thought he could die happy if he knew his father was willing to forgive him. Mr. Dorset said to him, "where does your father live?" The young man said he lived in the West End of London. Mr. Dorset said, "I will go and see him and see if he won't forgive you." But the young man said, "No, I don't want to have you do that. My father would abuse you if you should speak to him about me. He don't recognize me as his boy any more." Mr. Dorset said, "I will go and see him." He went up the West End of London, where he found a very fine mansion, and a servant dressed in livery came to the door, and he was ushered into the drawing room and presently the father, a bright majestic looking man, came into the room. Mr. Dorset held out his hand to shake hands with him, and said, "You have a son by the name of Joseph, have you not?" And when the father heard that, he refused to shake hands with him, and was going out of the room. The father said, "If you have come up here to talk about that worthless vagabond, I want you to leave this house. He is no son of mine." Mr. Dorset said, "He is yours now, but he won't be long; but he is yours now." "Is Joseph sick?" said the man. "Yes," said Mr. Dorset, "he is dying. I haven't come for money. I will see that he has a decent burial. I have only come to ask you to forgive him." "I would have forgiven him long ago if I thought he wanted me to. Do you know where he is?" "Yes, sir he is in the East End of London." "Can you take me to him?" "Yes, sir I will take you to him." And the father ordered his carriage out, and he was on his way. When we got there he said, "Did you find my boy here? Oh, if I had known he wanted me to, I would have taken him home long ago." When the father went into that room he could hardly recognize his long lost boy. The father went over and kissed his boy, and the father says to him, "I would have forgiven you long ago if I had known you wanted me to. Let my servant order the carriage and take you home." But the boy said, "No, father, I am dying; but I can now die happy in this garret, that I know you are willing to forgive me." And he told his father how Jesus had received him, and in a little while he breathed his last, and out of that dark garret he rose into the kingdom of God. Oh, my friends, there may be some one in New York who would rejoice to hear such words. Oh, here is a Christian, shall he not publish it? And you that are not Christians, won't you come into the Kingdom? Oh, that to-day you may receive Christ, is the prayer I believe of the hundreds that are gathered here.

Hillsdale College.

The funds to complete a fourth building in the fine group designed for the College have been subscribed. The title to be given to the building is GRIFFIN HALL in honor of Prof. Charles P. Griffin who contributed largely towards it in money not only, but who as a teacher created the Commercial and Telegraphic Department. A brief sketch will be interesting to our readers. Beginning to teach in the school-room at the age of sixteen, he prepared for Oberlin College and partly completed a collegiate course of studies there. Failing health preventing its continuance, he

went to Missouri and began work in the school-room again. But Oberlin opinions being very unpopular there at that time he returned to his college to take up Commercial studies. His abilities being recognized he received an appointment as teacher in the institution and soon after became its Principal. In 1866 he with others founded the Commercial College at Hillsdale which under his management rose to a position of remarkable usefulness. His ideas concerning teachers are of a severely practical cast; followed the old Greek philosopher he would teach boys at school what they will need to know when they become men; and in addition to this he would teach them what they need to know by which to earn a livelihood. Hence the money used by the pupils in their transaction was of real value; they dealt with real things; the telegraph wires of the Western Union ran into the school-rooms and the pupils were taught to become perfectly familiar with the sound-language it uttered. The stamp thus put on it by its founder rendered it remarkably popular and resulted in a consolidation with the college of which it is an important department and to which it has imparted its inviting features. Prof. Griffin has been identified with Life Insurance since that time and at this writing is the General Manager of the Universal Life Insurance Company of this city. Knowing the strenuous effort that the college was making to build again after the fire of March, 1874, he generously contributed towards the edifice to contain the department which he founded ten years ago. It is certainly most appropriate that the building should be called GRIFFIN HALL. And it is a pleasure for us to mention to the fraternity, the unobtrusive doings of a teacher after he has quit the ranks.

New Books.

Among the new books we note the following that will be of interests to teachers.

ONE HUNDRED YEARS A REBUBLIC, 50 cts. Published by Claxton Remsen & Co., Phila.

CENTENNIAL UNITED STATES HISTORY Published by A. S. Barnes & Co., New York.

THE TRUE ORDER OF STUDIES. Published by G. P. Putnam's Sons, New York.

DARWIN'S CLIMBING PLANTS. Published by D. Appleton & Co., New York.

CHAS. G. FINNEY'S MEMOIRS. Published by A. S. Barnes & Co., New York.

Boobies.

Liebig was distinguished at school as 'booby,' the only talent then cultivated in German schools being verbal memory. On one occasion, being sneeringly asked by the master what he proposed to become, since he was so bad a scholar, and answering he would be a chemist, the whole school burst into a laugh of derision. Not long ago, Liebig saw his old school master, who feelingly lamented his own former blindness. The only boy in the same school who ever disputed Liebig the station of "booby" was one who never could learn his lesson by heart, but was continually composing music, and writing it down by stealth in school. This same individual Liebig lately found at Vienna, distinguished as a composer, and conductor of the Imperial House. His name is Reuling. It is to be hoped that a more rational system of school instruction is now gaining ground. Can anything be more absurd and detestable than a system which made Walter Scott and Justus Liebig, "boobies" at school, and so effectually concealed their natural talents, that, for example, Liebig was often lectured before the whole school on his being sure to cause misery and broken hearts to his parents, while he was the time conscious, as the above anecdote proves, of the possession of talents similar in kind to those he has since displayed.

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The SCHOOL JOURNAL can be obtained of any news dealer in the United States. The American News-Company of New York, general agents.

At the Meeting of the Associated Graduates of the State Normal School, the New York School Journal was by resolution, made the organ of the Association, and earnestly recommended to every member.

The Editor being a graduate of the Class, of 1851 and having been for several years a teacher in the school, and at the head of the Training School will take a personal interest in advancing the cause of the Association.

C. J. MAJORY

EVERY teacher should be a subscriber to the NEW YORK SCHOOL JOURNAL, for these few reasons. It is the best paper for teachers that is published. It is the most practical paper; in it will be found hints that are worth many times its cost, to the toiling teacher. It is the cheapest paper devoted to educational matters. It gives a clear view of the educational movements of the great metropolis—New York City.

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Special Notice.

All graduates of the Albany Normal School, in New York city and vicinity are requested to send their addresses to the editor of the JOURNAL as a meeting to form an association will soon be called.

Our Special Terms.

We offered special terms to the principals who sent direct to us the names of all their assistant teachers. Need we say that the warm friends of the paper immediately responded? We only continue these terms for the month of February.

Our friend Dr. Lansley received a handsome present on his birth-day from his pupils. The Senior Class of the Business College of Elizabeth, evidently value a good teacher.

The Picture of the New York City Superintendent

As we write the beautiful picture of the Superintendents is before us. In the center is seated Mr. Kiddle, at his right is seated Mr. Harrison, at his left Mr. Calkins; standing on the right we see Mr. Fanning and on the left Mr. Jones. All of these gentlemen have been so long identified with the schools

of this city, that their countenances at once suggest the scenes of their labors, the teachers, the pupils and the growth of the system. We believe there is not a teacher in the city, especially, but will want a copy. Orders are already coming in. Please order promptly. To subscribers, the picture is only 25 cts, which makes it the cheapest picture made. Remember it is no lithograph, but a beautiful *Albert-type*. It is well worth \$1.00 and we shall sell many copies at that rate. We shall wish to deliver them by hand to the schools, in order to prevent folding. Send in your orders at once.

New York Schools at the Centennial.

It will certainly surprise a good many people to find that the grand Public Schools of this metropolis are *not* to be represented at the Centennial. And the main reason why, if you ask it, O reader, is that the Board of Education feel it could not afford one or two thousand dollars. Hence all the teachers and pupils, trustees etc. of this city will see what Boston, Chicago, Cleveland, Cincinnati and a hundred other cities are doing but no sign that New York is spending 3½ millions on its vaunted school system. The failure of the plan must be laid on the shoulders of President WOOD. He showed that it was impossible to make an exhibition of the results of education in a speech which was much more ingenious than logical. And the Commissioners, desirous of supporting fully the new President, appeared to be convinced and voted against any exhibition. In the first place it is possible to exhibit what will give to others a very clear idea of the educational appliances of this city. The school buildings, the furniture, the apparatus the books, the class-rooms, the writing books, the drawing books, the collections used in object lessons would be like diagrams drawn on a black-board or like maps in a geography necessary to a matter plain, to produce showing and enduring impressions. It would be a real advantage to one who could not visit the schools themselves to see photographs of the interiors of some of the best buildings; it would produce a very distinct impression on a foreigner, if he saw the elevation and plans of the buildings, as to the value we set on education to say nothing as the benefit it might be to one who was charged with the laying out sums of money on school buildings. There is a connection fixed and definite between mental progress and forms which surround the individual at various stages of that progress. We infer quite accurately the intellectual condition of the Greeks from the remarkable specimens of art that are found in the ruins of Athens. It is therefore a source of regret to the friends of education that the public schools of New York will not be represented at the coming Centennial Exhibition.

J. W. Mandevill was born in Coventry, Chenango County N. Y., in 1824. He was early left an orphan. He taught school at the age of sixteen. Pursuing his studies in Albany, he graduated at the State Normal School, and at the age of 25, emigrated to California in 1849. He taught school in San Jose until the following spring, when he left San Jose for the southern mines, and settled as a miner in Sonora, Tuolumne county, where he was elected to the Legislature in 1853, reelected the following term, and sent to the Senate from the same county in 1854, serving two years. He was again elected to the State Senate in 1856, and was elected State Comptroller in 1857; but receiving the appointment of United States Surveying General, he did not qualify as Comptroller but held the office of Surveyor-General during Buchanan's administration. He was elected to the State Senate in 1867, was afterwards Commissioner of Immigration until the law was declared unconstitutional by the

Supreme Court. At the election held last September he was elected State Comptroller. The Joint-Committee on Arrangements have held a meeting and arranged for the funeral on Sunday next from the State Capital at 1 P. M. The remains will be interred in the State burial ground.

An old letter of Mr. Thomas Carlyle's on teaching, written in 1850 to a young man who asked his counsel, has just been published. In it he says: "The grand secret (worth all the others together, and without which all the others are worth nothing and less) for inculcating and teaching virtues and graces is, that a man honestly, and with more and more of silent sincerity, have them himself, lodged there in the silent depths of his being; they will not fail to shine through and be not only visible but undeniable in whatever he is led to say or to do, and every hour of the day he will, consciously and unconsciously, find good means of teaching them. This is the grand indispensable requisite; this present, the rest is very certain to follow; the rest is mere matter of detail, depending on speciality of circumstance, which a man's own common sense, if he is in earnest toward his aim, will better and better instruct him in. The business, I am sorrowfully aware, is often enough undertaken without this indispensable prerequisite—nay, in general there is a dim notion abroad that a man can teach such things by merely wishing to do it and without having them himself; but the fatal result inevitably is, he teaches, can teach, nothing but hypocrisy and unblested apathy and mendacity. It is a kind of salvation to his poor pupils if they, in a dim way, see through him, and refuse to imbibe the slow poison of such teaching. I fancy you to be an ingenious young man, aiming manfully to do your best in the vocation which has fallen to you; and I hang up far ahead, I hope, this ugly but true warning upon a certain path which all mortals of us ought to avoid and abhor much more than we do at present."

New York City.

A half Day Among the Children.

It was with pleasure we witnessed the opening exercises, at Grammar School No. 48. At a call from the piano, about 500 children appeared and took their places, so uniform was their action, it suggested a company of well drilled soldiers, rather than a public school. With one accord the voices came forth, they sang as if they really enjoyed it—the teaching of music in the schools, will develop many a voice—and allure the heart.

Dr. Ranny one of the Trustees, read the Bible, and Miss Clawson the Principal introduced Dr. Studley to the children, telling them that they would hear something of themselves from the Doctor—Mrs Studley is a most excellent exponent of the philosophy—she demonstrates in her own person, the benefits of self knowledge—talks of the work she must do in the next sixty years, with a courage and vigor quite inspiring. She explained that Dr. was only a term for teachers—that the difference in herself and any other teacher, was that she would teach them how to keep well, and if sick how to get well—whereas others, taught them mental pursuits or practical lessons in any department of life—she likened our skeleton to the frame of a house, and showed by way of illustration, some beautiful skeleton leaves, which she said were not half so pretty as our bony frame, for man was the perfection of art and beauty. Take for instance the nose, did you ever think the nose was for use, as well as beauty? That it warned us of danger, as well as afford pleasure, that it was intended to breath through, that there were little hairs placed at the outer edge to strain the air, that these cold mornings were fruitful opportunities for catching severe

colds, and sore throats—that you must clean your mouth when in the open air—take for instance the hand, it was a wonderful piece of machinery. You all want to know how you are made, and what you can do with your several members. What one can sing, another cannot, why, certain acts produce certain results, why we must, and why we must not do certain things. In fact the more you know of self, the more you learn of all life beneath you; you cannot study physiology, without learning chemistry, botany and geology. So that the science of all life is mankind.

Dr. Studley said very much more that was listened to attentively by the children. After which he looked through the Grammar and Primary departments, admired the discipline and capacity of those in charge, and the accuracy and ability of the children, he discussed with the Principal the methods of education, and came away feeling that he had spent a most pleasant and profitable half day.

Respectfully,

E. A. J.

The Teacher's Association.

The gathering at Steinway Hall on Friday was one of the largest we have seen. Mr. Southerland, assisted by President Wood presided. Mr. Southerland has an exceedingly popular style of addressing an audience; his language is well chosen, interspersed with neat points, and leaves a pleasing effect on his hearers. He announced a lecture by Prof. Sprague on "Milton as an Educator." President Wood being introduced spoke in his always taking style of the fine reading to which they had listened and invited the lady teachers to call on him at his office on Saturdays from 10 to 1 o'clock to converse on Educational subjects—should they wish to. The singing by Miss Brainerd (Miss Lassar being ill) was very charming. The reading by Mr. Burbank is best described by Dr. Agnew's words:—"The man is a genius." His voice is superb, and his imitative powers unequalled.

Grammar School No. 11.

Special Exercises will be held at this School on the morning of the 21st inst., with reference to Washington's Birthday. Addresses by Supt. Kiddle, Dr. Bellows, Judge Van Voorst and President Webb.

New York Board of Education.

The Board met Feb., 16 and was called to order by the President.

Present—Commissioners BAKER, BEARDSLEE, CAYLUS, DOWD, FULLER, HALSTED, KANE, KELLY, KLAMROTH, PLACE, TRAUD, WEST, WETMORE, WILKINS, and WALKER. VERMILYE, HAZELTINE MAHEWSON, SCHELL GOULDING, WOOD.

REPORT OF CITY SUPERINTENDENTS.
For January.—Out of 231 classes the instruction was found to be as follows:—

In 128 classes.....	excellent
" 68 ".....	good
" 18 ".....	fair
" 1 ".....	indifferent

As to discipline.

In 203 classes.....	commendable
" ".....	fair

Of the 21 schools, 16 were found in general management to be excellent.

He suggests that the number of pupils to each of the schools be limited, so that some shall not be crowded, and others partly filled referring to P. S. 31 while P. S. 12 is overcrowded.

The number of pupils in attendance during January is 101,178, which is 7,353 more than in January last year. The total number on register is 5,997 more than last year.

A letter from the Comptroller was read asking (in order to report to Legislature) the name and amount of salary paid to each employee and teacher.

A letter was received from the Department of Buildings, calling the attention of the Board to the condition of G. S. 2 that it lacked sufficient means of escape in case of fire.

Also the school house 516 West 52 street need fire-escapes.

Also that No. 223 East 75th requires fire escapes and balconies.

These violations endangers the lives of a large number of pupils, and he shall feel obliged to prosecute them unless the buildings are put in proper condition.

REPORT OF SUPT. OF TRUANCY.

The total number of truancy cases investigated from Feb. 1st to 15th is 737.

Kept at home by sickness, &c. 634
Returned to school. 199
Sent to Reform School 4

The Committee on Buildings recommended that the trustees of 10th Ward be authorized to advertise for proposals to add wings to G. S. No. 7, and to refit it in a thorough manner.

Mr. Klamroth said that the building was beyond the period of patching and alteration. That there is need of a basement, that it is in a wet place and needs provision for ventilation and accommodation that no additions will give. He moved it to be recommended and that a new building be constructed. Mr. Dowd said he was one of those who believed that tax payers have rights as well as school officers. He felt certain that the improvements contemplated would make it as good as No. 2, in fact as good as any school in the city. Mr. Wilkins said he had visited the building, and had inspected the plans for the improvements intended and he was sure it would make as good a building as there was in the city. Adopted.

The same committee recommended that the Board of Trustees of the 24th Ward be allowed to pay their Clerk a larger salary than allowed by the By-Laws. Adopted.

The Committee on buildings recommended to rehire Nos. 15 and 17 3d street at a rent of \$1,500 if it can not be got otherwise.

Mr. Beardslee he was desirous of saving the school and would put it in the power of the trustees to continue it if possible.

Mr. Matthewson said the needs of the schools were to be considered. The question was this: is a school needed there; not to hire a building if it can be got at a low rent.

Mr. Wilkins said he did not think there was a need of a school there, but as it was used as an evening school he would favor continuing it if it could be got for \$1,500.

Mr. Hazeltine moved to learn the question of rent to the Trustees, and the Committee on Buildings. He believed there was need of a school—he was acquainted with the needs of that ward.

The Committee on By-Laws, recommended the amendments proposed at last meeting in reference to licensing the graduates of the Normal College.

I. The question for examination previously prepared by the Faculty of the Normal College, shall be submitted to the City Superintendent and the President of the College for such revision, modifications or additions as may be deemed requisite by either of said officers; but such changes shall be confined to the branches of study included in the course of instruction prescribed for said College, and shall be made within five days after the said questions shall have been presented to said officers. All differences of opinion between them, as to the questions submitted shall be adjusted within five days by the Committee of Normal College.

II. The City Superintendent shall attend in person, as far as may be necessary, at the written examination of candidates, in order that he may fully inform himself of the method of conducting the same, and the Inspectors of Common Schools, who by law have the legal right of concurrence with him in awarding teachers' licenses shall be notified, so that they likewise may be present.

III. The examination papers containing the written answers of the candidates, after they shall have been duly read and marked under the direction of the President, shall be submitted at the College building to the City Superintendent and two of the said Inspectors, in order that they may be informed of the method and accuracy of said marking; but the said examination papers shall not be taken from the College building, nor removed from the custody of said President.

IV. All candidates who shall receive at said examination an average in all the marks given thereupon, of seventy-five per cent, and who shall not fall below that standard in English Grammar and Arithmetic, nor in Spelling below eighty per cent., shall be entitled to diplomas of graduation and to provisional licenses to teach.

V. In the oral examination to be conducted by the President of instructors in the College, the City Superintendent shall be present,

with such of the Inspectors as may desire to attend, and the City Superintendent may participate in said examination.

VI. In case of the inability, on account of sickness or otherwise, of the City Superintendent to discharge the duties herein defined, they shall, as required by law, be performed by such one of his associates as he may designate.

VII. The City Superintendent shall award the certificates of license on the occasion of the public graduation of said candidates. Adopted.

The Committee on Normal College recommended that Mr. Goulding's resolution (to establish a Male Saturday Normal College) be referred to Trustees of the College of City of New York. Adopted.

The Committee on Buildings recommended to authorize Trustees of 16th Ward to advertise for erecting a Grammar School in East 75th Street. Adopted.

The Committee on Teachers recommended the appointment of Theodore L. Van Cott as V. P. G. S. 68. Adopted.

Same Committee recommended removal of Miss Isabel M. Bryan, V. P. P. D. 53. Adopted.

Same Committee recommended deducting five days pay from salary of G. H. Phelps for inflicting Corporal Punishment. Adopted.

Same Committee recommended to consider each floor of G. D. of G. S. 47 as a school in music instruction, as only half could be assembled at a time. Adopted.

Same Committee recommended not to discontinue services of Miss Margaret Hubbard, V. P. of P. D. of G. S. 6. Adopted.

The same committee recommended to give notice to Trustees of G. S. 6. that it is intended to discontinue the same. Adopted.

The Trustees of the 19th Ward asked to purchase a site in the vicinity of East 46th St. for a Grammar School. To Sites.

The Committee on Evening Schools, report adverse to extending the term of the Evening Schools. Also favoring payment of J. H. O'Brien for ten nights service in Male Evening School 29. Adopted.

The Committee on Supplies recommended to award a contract for supplying Gillott Pens to James S. Burton No. 303 at 89 cts, No. 351 at 53½¢, No. 404 at 45 cts per gross. Adopted.

RESOLUTIONS.

Mr. Dowd, offered a resolution that as a History of the Public School would be invaluable aid to representative men of foreign countries, &c., that Supt. Henry Kiddle and Prof. David B. Scott be requested and empowered to prepare in a concise and complete form such a volume at a cost to the Board of not over \$2,000 for compilation and printing. Adopted.

Also requesting the Board of Estimate to transfer \$100,000 from the funds of 1875 to 1876 to be applied to the purpose of public instruction. Adopted.

Also to have 50 copies of a statement of the names, positions and salaries of the teachers for use of the Board.

Mr. Goulding offered a resolution asking the By-Law Committee to consider the propriety of paying the special teachers for summer vacation and holidays. To By-Laws.

REPORT OF COMMITTEES.

The Committee on Course of Study recommended a Course of Study in French. Adopted.

Same Committee recommended not to purchase bust of Washington on application of Mr. McDonald because there was no appropriation for such a purpose. Adopted.

Same Committee recommended to put Harper's School Geography on supply list cost not to exceed 1½ dollars each to be used in the Grammar Schools only. Adopted.

From Finance Committee denying application for \$35.00 for recutting marble slab in G. S. 38. Adopted.

From Building Committee to have Trustees of 19 Ward advertise for proposals to erect a Grammar School Building lots in East 57 street.

COMMUNICATIONS.

From the Trustees of the sixth Ward, for leave of absence for Miss Duffy, V. P. P. D. G. S. No. 23 for two months. To Teachers.

From the 7th Ward to alter G. S. No. 12 To Buildings.

From 11th Ward desiring to advertise for proposals for heating apparatus. To School Furniture.

From the 12th asking for compensation for a teacher in G. S. 54. To Teachers.

From the 15th relative to lot adjoining G. S. 35.

From the 19th for authority to purchase a

site in vicinity of East 46th street for a Grammar School. To Sites.

Also nominating, Miss Emma Brennan for V. P. of P. S. No. 21. To Teachers.

From the 20th nominating J. Frank Wigh for teacher of Music in Evening school. To Evening Schools.

From the 21st for additional teacher in F. D. G. S. 14. To Teachers.

From the 23d, for enlarging G. S. Building, 61. To Buildings.

In the debate on re-hiring premises in Third street, Mr. Matthewson as on many other occasions, showed his effective power as a debater. Mr. Walker in the part which he took in the same question showed nice powers of discrimination, and of making clear statements. Mr. Hazeltine has evidently a deep sympathy with schools—that they really accommodate the class of pupils who need them. Mr. Dowd after many trials begins to produce an effect in representing the interests of the tax-payers. In this he is going to be seconded by Mr. Wilkins and Mr. Vermil-

ye, we think (whom we were very glad to see after his absence looking greatly improved in health) and doubtless Mr. West. The effort of the public to curtail the expenses will be felt in the Board of Education, and if the hints that have been heard are carried into effect, some remarkable changes will be made in the course of the year. Grammar School No. 7 is to be remodeled. This is the best that the Board will do after a double consideration—a great disappointment to the 10th Ward—especially to the indefatigable Principals of No. 7, which has had a notable past.

Another important matter, was settled relating to the Normal college—the final examination of the graduates by the Faculty and City Supt. safely passed and she is thereafter entitled to a license to teach. This is fully given in the proceedings of the Board.

The resolution to provide for a concise history of the New York City Public School system by those two able, accomplished and thoroughly qualified men, Supt. KIDDLE and Prof. Scott, was unanimously passed.

We learn that the contest over the Public School money of the city is virtually over; and the bills of the Board will hereafter not be subject to the revision of the Comptroller.

Mayor Wickham attended the last session of the Board of Education, coming in at the beginning and sitting beside President Wood. After the Board was called to order, the President announced a short recess, and a general introduction took place; afterwards, resuming his seat, the Mayor watched attentively the proceedings; and well he might for men of mark, whom he had himself selected, capable to manage the educational affairs of the City, were before him.

INTERESTING exercises are to take place in many of the Evening Schools on Thursday and Friday evenings, to mark the close of the profitable winter session in the City. For the many kind invitations that lie on the table the editor returns sincere thanks, congratulating the principals and teachers on the contribution they have made to the welfare of the working youth of the metropolis.

Advices from London state that the product of the quicksilver mines of the world for the year 1875, was as follows: Almaden mine of Spain, 36,000 flasks; New Almaden and others of California, 40,000; Idria of Hungary, 8,000; Palatinat of Germany, 1,000; other German mines, 1,400 flasks. By the contract of the London Rothschilds with the Spanish Government, having thirty years to run, the Rothschilds control all the Spanish mines, and through them the European market. San Francisco advices report that China purchased \$900,000 of the California product of quicksilver for 1875, and New York City \$1,500,000

The Universal Life Insurance Company.

There are many organizations formed in the great metropolis, that by sturdy activity press forward and occupy positions of eminence and success. Among these there is none more conspicuous than the Universal Life Insurance Company of 17 Warren Street New York. Commencing business in 1865 with a capital of \$200,000, by energetic and prudent management, it has interested and insured 20,000 persons, and accumulated assets of \$5,500,000, and an income that last year amounted to \$3,700,000. The security to its policy-holders, arising from its capital of \$200,000 has been increased, by a surplus held under the provisions of the charter, of over \$600,000.

This Company perceiving that the usual rates charged for insurance, were to high determined at the outset upon a scale of premiums that, representing the real cost of insurance, should encourage men to insure. The rates fixed upon, being as a rule, one fifth less than those charged by other companies, as was foreseen stimulated a business of remarkable dimensions. The simplicity of the transaction, and the lowness of the price, attracted those wishing insurance, and thus the predictions of failure once frequently made by the high rate companies, are now heard no more. Its success has been a benefit to its policy-holders, and to the public as well; to the former it has paid out \$1,600,000; to the latter it shows that insurance can be furnished both cheap and safe. For example, one who pays a premium of \$100, usually gets a policy (at age of 30) of \$5,541 00, in the Universal he obtains \$6,101, 92 a difference of \$650, 92.

It is of the highest moment to those who are placing their money in trust for their heirs, that the men who are the guardians of it, should be marked by integrity, as well as by business ability. In this respect the UNIVERSAL LIFE INSURANCE COMPANY is most fortunate. Its President, WILLIAM WALKER Esq., was for many years a prominent banker, and well known among the solid business men, as a man of most upright character and personal worth. As President, he has for seven years brought his admirable qualities of brain and heart to the administration of the affairs of the Company. HENRY J. FURBER Esq., the Vice President which office he has filled since the organization of the Company, is probably one of the most energetic and able men found in life insurance circles; he is looked upon as an authority, in questions pertaining thereto. JOHN H. BEWLEY Esq., has been Secretary for nine years. He, like the officer last named, is noticed for special abilities in the transaction of life insurance business. He is fitted, by a large experience, to perform his manifold duties with skill not only, but with a cultured address, especially pleasing to the general public.

COL. GEO. L. MONTAGUE the Actuary, has as in the field of war, won an honorable name for the ability with which he has managed his department. CHARLES P. GRIFFIN Esq., the General Manager of Agencies, of a gentlemen of excellent qualifications for his post. He is prompt, energetic and affable and well fitted to direct the method of a Company that is gradually reaching every point in the country. Connected with him we ought to mention Samuel J. Knight, Supt of Agencies. From his long practical acquaintance with the business he is well qualified to render efficient service to this important department.

It will be interesting to many of the teachers to know that three of the above mentioned officers have also been useful and successful as teachers; Mr. Furber Superintendent of the Green Bay (Wis.) Schools; Col. Montague as Principal of the and Mr. Griffin as President of the Commercial College at Hillsdale Mich.

Of the Trustees we cannot here spare room to speak except of JAMES M. HALSTEAD

Esq. This gentleman has been identified with many important public interests in this city, and is well known for his ability, unsullied reputation and noble Christian character. He is one of the most efficient members of the Board of Education and gives large attention to the interests of the schools and teachers; on these he bestows no small share of his time and sympathy.

The *UNIVERSAL* is a corporation whose relations with the public are becoming more extensive and intimate every day, and it is well that its affairs are intrusted to such good hands. Its methods are simple and straight forward, it is prompt to settle claims, and it is determined to do business with those who want life insurance, in a manner that will attract and not repel.

For the JOURNAL.

Spring Violets:

Give me a gentle floweret,
Some timid wild-wood thing,
That hides its blushing sweetness
Nesth the green of early spring.

Seek it, by morning sunshine,
With dew still on its leaves,
And know it, by that fragrance,
Which exhales as it breathes.

Come not, at noon-tide beaming,
When the World's cold gaze is near,
Who would that it should fathom
Our sacred hope and fear.

Bring it, when lights are gleaming,
In yon majestic dome,
For, then, my life's best yearning,
Is given to thee alone.

Thou place it on my bosom,
The shy and lowly flower,
Emblem of love unspoken,
Though mighty in its power.

[M. S. F.

J. W. Mandeville.

We copy the following, from the proceedings of the Legislature of California.)

The speaker took his seat at 11 A. M.

While the Journal was being read, the Private Secretary of the Governor appeared with a message from His Excellence announcing the death of Hon. J. W. Mandeville, State Comptroller.

Gelwick introduced the following.

Resolved, that we learned with profound sorrow of the death of J. W. Mandeville, Comptroller of the State of California, and deplore the loss to society and the public so good a man and so faithful an officer.

Resolved, That in all his relations of life, public and private, he has been faithful and true, and that in his death the public has sustained an irreparable loss.

Resolved, That, in respect to his memory, the Assembly of the State of California do now adjourn, to meet on Monday next, at 3 o'clock P. M.

Pending action on this resolution the concurrent resolution of the funeral arrangements was introduced and passed on motion of McConnell, and the Speaker appointed as the House Committee, Birney, Reddick, Gelwick, McConnell and Archer. Gelwick's resolution was also adopted, and the House adjourned.

Opium.

The opium most esteemed in this country and Europe is Smyrna or Turkey opium. It comes in tin cases soldered tight and inclosed in a case of wood; each case contains about 140 pound, in lumps varying from an ounce to several pounds. Egypt furnishes some opium, but of poor quality. Considerable is produced in Persia, some of which has of late begun to be exported to Europe. Chinese opium is not known in commerce. China not only consumes nine tenths of that exported from India, but all its own product, which has increased to a large amount within a few years, has seriously affected the importations from India. The drug is produced in various

parts of the East Indies, but the principal seat of its culture is along the Ganges, where, in a tract about 200 miles wide, by 600 miles long, in 1873 between 500,000 and 600,000 acres were devoted to the poppy. Although all our supplies of opium are imported from Turkey, it has been successfully produced in France, England, and the United States; and some entertain the opinion that the opium poppy can be profitable cultivated in this country both for the sake of the opium and for the seed, from which a fine bland oil can be made after the opium crop has been collected. In Prussia opium has been largely produced and extensively used by morphine-makers. In Turkey, prior to 1857, 2,000 baskets were considered a fair crop. In 1869-'70 the crop was 3,150 baskets, and in 1870-'71 over 7,000. Subsequent large crops have been about 8,000 baskets. The consumption keeps pace with this increased production and better prices are obtained than formerly. In the year ending in March, 1872, the export from India was 93,364 chests, of about 160 pounds each; the net revenue to the government from the drug for 1871-'72 was \$7,567, 213. The amount of opium and its extracts imported into the United States in the year ending June 30, 1873, was 319,134 pounds valued at \$1,978,502.

We copy from the last report of the U. S. Commissioner of Education the cost of Public schools per capita of pupils (reckoned on the basis of average attendance,) in all the cities in the United States, having a population more than 100,000 by the last national census. Except Brooklyn and Philadelphia.

	Cost of Instruction per cap.	Contingent Expenses.	Total.
San Francisco.....	\$26.36	\$7.42	\$33.78
Boston	23.44	7.96	31.40
St. Louis.....	20.92	9.20	30.12
New York	21.62	7.76	29.38
New Orleans.....	22.22	6.04	28.26
Pittsburg	19.13	6.02	25.15
Cincinnati.....	19.84	4.50	24.34
Baltimore	17.37	4.52	21.89
Newark, N. J.....	15.00	4.92	19.92
Chicago	15.39	3.05	18.44
Average.....	20.13	6.14	26.27

Golden Thoughts.

THE meanest cowards are those who do not dare to do right.

MR. BANCROFT announces that he is engaged in the preparation of four supplementary volumes, which may, however, by stress of circumstances, become five. BANCROFT'S "United States" will then be a work extending from the earliest settlement of America down to the present time, and will be easily the standard history of this country.

A SECOND series of Prof. AGASSIZ "Geological Sketches" has been collected and arranged by Mrs. AGASSIZ. The subjects are: Glacial Period; The Parallel Roads of Glen Roy, in Scotland; Ice Period in America; Glacial Phenomena in Maine; and Physical History of the Valley of the Amazons. The volume will be published early in 1876 by J. R. Osgood & Co.

MR. J. J. EDGAR, United States Consul at Beyrout, Syria, has lately sent to the Smithsonian Institution photographs of portions of a new papyrus, discovered in December, 1874, in a newly opened tomb at Ghizeh, Egypt. This is about forty feet long, and in an excellent state of preservation. Prof. HENRY has transmitted them, for the purpose of being described, to Dr. J. J. SEYFFURTH, an eminent American Orientalist.

THERE'S ROOM ABOVE.—The advice to the law student that "there's plenty of room above," contains a truth of every wide application. "There's plenty of room above" in every profession and avocation. The difficulty is, not to find the higher positions, but to find men competent to fill them. Every avocation is looking after the right kind of men, and they are hard to find. Let young men

remember this and make themselves masters of their business, and they will find no difficulty in securing first-class positions.

Christianity neither emphasizes the equality of women within her own sex, nor her right to all the opportunities she may decide to claim. It was not till Christianity found Greek refinement, on its way to the west and met there the superior reverences for women among the Teutonic races, that Europe began to entertain a better opinion. The literalist has always been right in maintaining that human slavery and the subjection of women can be clearly vindicated by the text and practice of the Bible.—JOHN WEISS.

What a Strange World is Ours.

LUTHER, the greatest of reformers, Dr. JOHNSON, eminent in literature, WESLEY, the great religious leader, believed in ghosts and witchcraft. Dr. JOHNSON would never enter a room with his left foot foremost. AUGUSTUS CÆSAR was afraid of thunder, and sought refuge in the cellar. PETER the Great would never cross a bridge, and MARSHAL SAXE was terrified at the sight of a cat. MARCUS AURELIUS, that good old Roman Emperor, whose meditations rank with the best works of the greatest moralists, and are full of the spirit of Christianity, was a bitter persecutor of Christians, while his profligate son, COMMODUS, left the Christians wholly untroubled, owing to the influence of his mistress.

So many paradoxes and incongruities there are in this twisted world! It is not safe to say what must be, or to be too wise about the nature of things. Doing right to the best of our knowledge is about the only thing we can be sure of. "By God's help we'll win," and all shall come right in the end.

The opinion is daily growing more decided among those who are well informed that the gases which are constantly escaping from innumerable wells throughout the oil regions of Pennsylvania and adjacent States, represents a value but little if at all inferior to the oil itself. The next step after the realization of this fact is its utilization, and, from occasional paragraphs that from time to time appear, there is reason to believe that the industrial employment of this material, of which inestimable volumes have for years been permitted to pass useless into the air, will soon become very general. In a few instances the wells have been tubed, and their product utilized with most satisfactory results.

A gas well near Sarnersville, in the Butler oil regions, flows with a pressure of 300 pounds to the square inch, and is roughly estimated to yield a million cubic feet of gas every twenty-four hours; and this is only one of many large gas wells and almost numberless small ones, for it must be remembered that every well which produces oil yields gas also. A survey has just been completed for a line of pipe from Sarnersville to Pittsburg, a distance of about seventeen miles. It is proposed to lay a six-inch pipe between the points named, and to supply the gas to the manufacturing establishments in Pittsburg as a substitute for coal.

A visit to the Health-Life Rooms, at 46 east 14th street, shows the enterprising company are in earnest to spread abroad correct notions concerning the usefulness and rationale of the methods they recommend. Some of our teachers are buying the machines and deriving great benefit from their use. It would be convenient if there was one machine in each department.

THE SCHOOL JOURNAL ought to meet with the encouragement and assistance of the teachers, because it has been an earnest friend to them. The subscription price is small and will come back many times in the course of the year, in the valuable articles they will read in it.

New York School Journal

Special Announcement

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The New York School Journal offers special inducements to its subscribers for the new year. It is a paper that possesses extraordinary value to teachers and all interested in education. It will recognise the fact that this is a country where the education of its citizens has become already a business next in public importance to that of politics and strive to have it stand, not second, but first. It will lay before its readers the most valuable facts and and thoughts on education in a condensed yet fresh and effective form, so that the real progress of the country in this respect can be readily learned in its columns. It will labor in the interests of teachers; it will take notice of every moment that affects them; and will uphold the value and dignity of his office. *No teacher can afford to be without it*, for it gives information not to be found in any other paper.

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In the State of New York there are expended annually more than \$106,000,000 by consumers of liquors, or two-thirds of all wages paid to laborers in agricultural and manufacture, and twice as much as the receipts of all the railroads of the State.

The Student Lamp.

The new Student and Astral Lamp, now made by the Knapp Manufacturing Company, is a wonderful advance on the means of giving light. In the point of light, the great superiority of these lamps to any other mode of illumination, not excepting even gas, renders them a decided addition to home-labor and home-comfort everywhere. The light is far purer, whiter, and more brilliant than any other in common use. At the same time it is, from the form or the wick and glass tube or chimney, perfectly steady, while at the same time it is absolutely secure against fire and explosion. The new Safety and Astral Lamp may consequently be esteemed an all most invaluable improvement upon its old form, and entitles its patentee to the thanks of civilized America.

TO OUR READERS.

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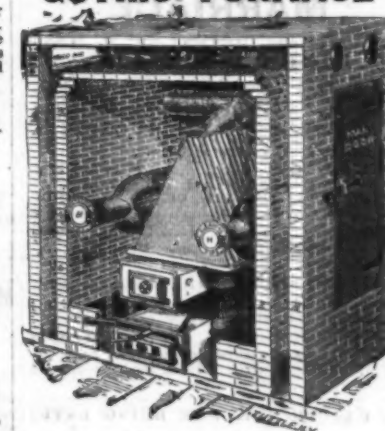
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What our Readers Say.

I like its tone much and think in its present form it will prove an acceptable and valuable auxiliary in the cause of education. I heartily recommend the JOURNAL to all teachers.

HENRY KIDDLE.
Supt. of Schools N. Y. City.

It deserves the praise and support of the profession, because it has invariably defended the dignity of the teacher as indicated by the compensation he received. In other words, it has been the consistent advocate of the teacher and the opponent of all reduction of salaries. For this as well as for other reasons, it should receive the support of all the teachers of New York. THOMAS HUNTER.
President of Normal College.

AMOS M. KELLOGG, Esq.

Dear Sir:—I desire to say to you, that I regard your SCHOOL JOURNAL of great importance to the cause of education in our Public Schools. I am sure every teacher would derive great benefit from its perusal, and no trustee should be without it.

Respectfully Yours,
JOHN F. TROW.

A. M. KELLOGG:—

In reply to your note, I would state that I have been a constant reader of the JOURNAL for years, and hope that every teacher in the city will take it, nor do I see how they can well get along without it.

H. B. PERKINS.
Inspector of the 7th School District.

I read with much interest the NEW YORK SCHOOL JOURNAL and desire to express my high appreciation of its merits, and to recommend it to all the teachers in my district. In these days teachers cannot afford to be without a first class School Journal.

CASPER G. BROWER.
Commissioner for Westchester County, N. Y.

Permit me to express my admiration of your paper. It is able, fresh, lively and practical, and in every way an honor to the cause it represents.

EDWARD BROOKS.
Principal of Millersville, Pa. Normal School.

Prof A. M. Kellogg.
My Dear Sir.

I read the NEW YORK SCHOOL JOURNAL with pleasure. You are doing an excellent work for the teachers and deserve their hearty support, and I cheerfully enclose my subscription.

Yours most truly
W. F. PHELPS.
Principal Normal School, Winona, Minn.

I am pleased with the paper, as you know, I have read it ever since it was started, and am gratified that Mr. Kellogg is at its helm. With your long experience you are just the person, we should think to conduct it. May you prosper.

R. PETERSON.

I send you eleven subscribers, in addition to my own. That shows what we think of the N. Y. SCHOOL JOURNAL.

R. S.

I will see that you have a good list from my floor, in fact they all will take it, I can safely say.

Principal,
G. E. No.—

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Interest due on 1st January, 1876.	60,137 21
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